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ABSTRACT

A longitudinal analysis of students who entered New York City high schools in 1979 supports the perception that most future dropouts can be identified at the beginning of their high school careers. This study examined the records of more than a quarter of the 1979 entering class at New York City high schools. Analyses were performed on attendance, credits earned, course failures, and course grades in the fall of 1979. These measures were then compared to the students' final outcome in the school: graduation, discharge as dropout, transfer to another school, discharge to a setting outside the school system. In the fall of 1979, 24 percent of the new high school students were absent for 16 or more days, and 39 percent of the students had failing averages. While many of these initial high risk students went on to graduate, a close connection between early academic failure and eventual dropping out was observed. Fewer than 10 percent of the dropouts studied began their high school careers with averages of 75 percent or higher. These data are a powerful endorsement of a holding power strategy focused on grades 8 and 9. (The major portion of this report consists of statistical tables showing study results). (KH)

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LONGITUDINAL STUDY OF STUDENTS ENTERING HIGH SCHOOL IN 1979

The relationship between first term performance and school completion

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Office of the Chancellor

New York City Board of Education

May, 1985

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Introduction

Beginnings are supposed to be times of high hopes and expectations. An entering high school freshman should look forward to four years of experience and challenge, culminating in a diploma. Should he or she leave school without that diploma, we call the student a "dropout", a word that connotes leaving something, failing to finish.

The word "dropout" belongs to a world in which completion is expected. Terms like "dropout prevention", "dropout problem", and even "dropout retrieval" all reflect an expectation of completion. We are shocked to learn of citywide dropout rates near forty percent because they reveal what our language tends to repress: high school completion may be a goal, but in many of our schools it is not an expectation.

Though numbers of students eventually fail to graduate, the new students might still be full of hope and enthusiasm. Yet many high school personnel say that they can tell right away who is going to drop out. Others suggest that the first year is a make-or-break experience; at some point in the year, some students start to behave as though they no longer expect to finish high school. Whatever the cause of this lack of adjustment to high school, it is likely to be fatal, and the student will "drop out" of something that was never really entered in the first place.

A study of students who entered high school in 1979--both ninth and tenth graders--tends to support the perception that most future dropouts can be identified at the beginning of their high school careers. This study examined the records of more than a quarter of the entering class. It showed that numbers of students had extremely poor records in their very first semester and that the "recovery" rate among these students was very low.

Study design

A number of New York City high schools use the computerized record keeping service of the University Applications Processing Center (UAPC) at Kingsborough Community College. The service package, known as SARK, includes scheduling, grade reporting, and computerized daily attendance, among other features. By the fall of 1979, there were 30 high schools making use of most or all of the SARK package. While not a random sample, these 30 schools are a representative subset of the high schools.

A search of the SARK data archives was performed, to identify all students who entered one of the 30 schools between September 1, 1979 and October 31, 1979. Information was retrieved for the period September 1979 through August 1983, a total of eight academic terms. The data available included days present and absent, grade level, course grades, cumulative average, credits earned and circumstances of discharge. Standardized reading test scores were not available for the first three semesters. Nor was there information available concerning the later history of students who transferred to another school.

From the complete data set, the records of students entering grades 9 or 10 were extracted. Analyses were performed describing attendance, credits earned, course failures, and course grades in the fall of 1979. These measures of first term performance were then compared to the students' final outcome in the school: graduation, discharge as dropout, transfer to another school, discharge to a setting outside the school system.

Major study findings

In the fall of 1979, their first semester of high school, 24% of the students were absent for 16 or more days. For this bottom quarter of the class, we could say that high school had not yet begun. They were "drop-ins," students who participated in the social life of the school, but did not meet minimum standards of attendance. It would be valuable to know more about the reasons for excessive absence at this point in students' academic careers.

Many teachers automatically fail excessively absent students, often as a matter of school policy. It is not surprising, given these attendance data, that 22% of the students had averages under 55 in Fall 1979. In addition, 17% of students had averages above 55 but below 65, so that 39% of all students in the sample had failing averages during their first semester. It is tempting to say that we need no further explanation of dropout rates near 40%!

The relation between early performance and end result was certainly very strong. Over 85% of the students who went on to graduate had passing averages in that first term, while over 70% of the students who went on to drop out had failing averages. Other measures of first term performance were equally closely related to the final outcome.

Yet the data make it clear that the story was not over after the first term. Large numbers of students--perhaps as many as 40% of the total--looked as though they might "go either way". For example, students with first term averages between 60 and 65 were about as likely to graduate as to drop out. Even many students with first term averages between 55 and 60 went on to graduate. These students were at "high risk" of dropping out but substantial numbers of them managed to earn a diploma. Students with first term averages just above passing were also at relatively high risk, though a majority went on to graduate.

Discussion

These data are a very powerful endorsement of a holding power strategy focused on grades 8 and 9. While they cannot explain why students are excessively absent or why some "high-risk" students succeed and others do not, they demonstrate that most of our dropouts are in major difficulty before they ever get started in high school. At least half of the students who went on to drop out had entirely unsatisfactory first-term records: excessively absent, and failing all or nearly all of their courses. Most of the other dropouts could have been identified as "high risk" students on the basis of their first semester's performance, though many students with similar records went on to graduate. Fewer than ten percent of the dropouts in this study began their high school careers with averages of 75% or higher.

LONGITUDINAL STUDY OF STUDENTS ENTERING HIGH SCHOOL IN 1979:

TECHNICAL DISCUSSION

Source of data:

The data were derived from the SARK system (Student Automated Record Keeping System), which is operated for the Division of High Schools by the University Applications Processing Center (UAPC), a branch of the City University. SARK is used to record daily attendance, to schedule students into classes, and to record grades. UAPC performed a search of the SARK archives to produce a file of all students who entered thirty high schools during September and October 1979. The data were transmitted to OSIS in the form of individual student records. These records include the students' entire history in their original high school (including readmission) but are not linked with later history in another school.

Properties of school sample:

Student records used in this study were taken from the files of those high schools which have received SARK services continuously since the Fall of 1979. These schools display a full range of performance on various student indicators, so that statistics derived from students in the sample schools should be good estimates of the statistics for all students.

As the purpose of this study is to examine dropouts, it is particularly important that the school sample be representative with respect to dropout rates. Dropout rates are not available for individual high schools, but OSIS does publish for each school a "dropout percentage," which is the ratio of total dropouts to the school's audited annual register. In 1981-82 the citywide dropout percentage was 13.9; the mean for the 30 sample schools was 13.3. In 1982-83, with a change in definition, the citywide dropout percentage was 10.4; the mean for the sample was 10.5.

The only important limitation of the sample is that 29 out of 30 schools are academic-comprehensive high schools. It is not advisable to assume that information reported here applies to students attending vocational or alternative high schools. Among the academic-comprehensive high schools in the sample, there are zoned high schools from each borough, as well as schools drawing from a city-wide population.

For the analyses presented in this report, it has been necessary to reduce the school sample slightly. Statistical tables concerning attendance exclude one school which did not use SARK to maintain daily attendance in Fall 1979. Analyses concerning course failures exclude two schools which did not report failing grades in Fall 1979. Tables concerning averages exclude three schools which use non-comparable methods for calculating and reporting averages.

Selection of Students:

As mentioned above, the data base includes all students who entered the thirty schools in September or October 1979.

Student records are included in the analyses reported here if

a) the student's prior school was not a NYC high school;

b) the student was classified as a ninth or tenth grader upon admission (regular education only);

c) the student remained on register for at least one full semester.

These criteria are met by 15,212 students entering at grade 9, and 12,448 students entering at grade 10.

Students transferring from other New York City high schools are excluded because this report relates performance in the very first semester of high school to final outcome. As Division policy

strongly discourages transfers during the first semester of high school, students who entered from another NYC public high school were unlikely to have been first semester students in the Fall of 1979. Students entering after grade 10 are excluded for the same reason.

Students are included only if they remained on register in the original high school for at least one semester. This is because performance data are not available for most students who were discharged during their first semester.

Measures of first term performance:

Data on days absent were compiled by UAPC on the basis of daily reporting of absences. Schools reported a total of 85-90 days on which students were present or absent during the Fall 1979 semester. The number used here is the actual number of days absent; there is no adjustment for students who entered after the beginning of the school year. For "cycle" schools, in which the year is divided into four or five short cycles, the first two cycles were considered to be equal to the first semester.

Data on credits failed are based on credits as defined by the school; most students are enrolled for between five and seven credits a semester, with 38 credits required for graduation. For several cycle schools, the number of credits per cycle is five to seven; credits failed in these schools must be divided by two to make them equivalent to credits in other schools.

Data on first semester average were computed by UAPC on the basis of actual course grades. Averages were calculated only for schools which grade on a scale of 0-100, with 65 passing. Grades of 41 (excessive absence) and 42 (cutting) are codes, but are included in the average.

Outcomes

The outcomes presented here are based on discharge data as reported by the schools to UAPC. When a student is discharged, the reason for discharge is given in coded form. These codes have been assembled into five categories. A sixth category, "still in school," is used for students who were not discharged as of 10/31/83. The attached list of discharge codes is annotated to indicate which codes are assigned to each category.

As the number of students discharged as transfers is a substantial percentage of the total, it would be desirable to perform a follow-up on a sample basis to learn about the students' outcomes in later schools attended. A disproportionate number of students leaving as transfers had poor records during their first semester.

LONGITUDINAL STUDY: STATISTICAL HIGHLIGHTS (Tables 1-6)

1. How did students perform in their first term of high school?

   a) Course failures

   - 64.7% of students failed at least one credit.
   - 45.6% of students failed at least two credits.

   b) Grade average

   - 21.9% of students had averages below 55.
   - 39.2% of students had averages below 65.

   Conversely, 32.6% of students had first term averages of 75 or higher.

   c) Attendance

   - 41.2% of students were absent nine or more days.
   - 24.2% of students were absent sixteen or more days.

   Conversely, 44.6% of students were absent five days or fewer.

2. What was the relationship between first term performance and graduation?

   a) First term failure

   - students failing no more than one credit in their first term were six times as likely to graduate as to drop out.
   - students failing two or three credits were about as likely to drop out as to graduate.
   - students failing four or more credits were ten times as likely to drop out as to graduate.

   b) First term average

   - students with passing averages in their first term were six times as likely to graduate as to drop out.
   - students with first term averages between 55 and 65 were slightly more likely to drop out than to graduate.
   - students with first term averages below 55 were sixteen times as likely to drop out as to graduate.

c) First term attendance

- students absent eight days or fewer in their first term were five times as likely to graduate as to dropout.
- students absent nine to fifteen days were slightly more likely to graduate than to drop out.
- students absent sixteen or more days were seven times as likely to drop out as to graduate.

Note: The more detailed tables attached to this report show that for each measure of first term performance, small differences are associated with changes in degree of risk. For example, students failing three courses are more at risk than students failing two courses; students absent 13 to 15 days are more at risk than students absent 9 to 12 days.

Table 1:

Number of credits failed by students in their first term of high school

	Credits Failed Fall 1979								
	0	1	2	3	4	5	6	7	Total
Number of Students	8,121 (35.3%)	4,385 (19.1%)	2,903 (12.6%)	2,205 (9.6%)	2,130 (9.3%)	1,825 (7.9%)	1,285 (5.6%)	139 (0.6%)	22,993 (100.0%)

Table 2:

Grade averages for students in their first term of high school

	Grade Average Fall 1979								
	0.0 to 54.9	55.0 to 59.9	60.0 to 64.9	65.0 to 69.9	70.0 to 74.9	75.0 to 79.9	80.0 to 84.9	85.0 to 99.9	Total
Number of Students	4,663 (21.9%)	1,500 (7.0%)	2,191 (10.3%)	2,884 (13.5%)	3,126 (14.7%)	2,710 (12.7%)	2,063 (9.7%)	2,163 (10.2%)	21,300 (100.0%)

Table 3:

Days absent by students in their first term of high school

	Days Absent Fall 1979									
	0 to 2	3 to 5	6 to 8	9 to 12	13 to 15	16 to 20	21 to 30	31 to 50	Over 50	Total
Number of Students	6,045 (24.5%)	4,950 (20.1%)	3,491 (14.2%)	2,861 (11.6%)	1,340 (5.4%)	1,444 (5.9%)	1,598 (6.5%)	1,626 (6.6%)	1,274 (5.2%)	24,629 (100.0%)

Table 4: Credits failed first term related to final student outcome.

Credits Failed Fall 1979	Outcome as of Fall 1983			
	Graduates	Dropouts	Other*	Total
0-1	8,402 (67.2%)	1,423 (11.4%)	2,681 (21.4%)	12,506 (100%)
2-3	1,439 (28.1%)	1,628 (31.9%)	2,041 (40.0%)	5,108 (100%)
4-7	304 (5.6%)	2,915 (54.2%)	2,160 (40.2%)	5,379 (100%)
Total	10,145 (44.1%)	5,966 (26.0%)	6,882 (29.9%)	22,993 (100%)

Table 5: First term average related to final student outcome.

Grade Average Fall 1979	Outcome as of Fall 1983			
	Graduates	Dropouts	Other*	Total
0.0-54.9	166 (3.6%)	2,654 (56.9%)	1,843 (39.5%)	4,663 (21.9%)
55.0-64.9	934 (25.3%)	1,196 (32.4%)	1,561 (42.3%)	3,691 (17.3%)
65.0-99.9	8,498 (65.6%)	1,481 (11.4%)	2,967 (22.9%)	12,946 (60.7%)
Total	9,598 (45.0%)	5,331 (25.0%)	6,371 (29.9%)	21,300 (99.9%)

* "Other" includes students transferring to other public or non-public schools, moved out of the City, still in school, or discharged for miscellaneous reasons.

Table 6: First term absence related to final student outcome.

Days Absent Fall 1979	Outcome as of Fall 1983			
	Graduates	Dropouts	Other*	Total
0-8	9,098 (62.8%)	1,869 (12.9%)	3,519 (24.3%)	14,486 (100%)
9-15	1,507 (35.9%)	1,189 (28.3%)	1,505 (35.8%)	4,201 (100%)
16 and over	463 (7.8%)	3,291 (55.4%)	2,188 (36.8%)	5,942 (100%)
Total	11,068 (44.9%)	6,349 (25.8%)	7,212 (29.3%)	24,629 (100%)

* "Other" includes students transferring to other public or non-public schools, moved out of the City, still in school, or discharged for miscellaneous reasons.

LONGITUDINAL STUDY: DETAILED TABLES

The attached tables were used to generate Tables 1-6, above. They represent the information in Tables 1-6, but provide more detail, as follows:

a) students are categorized as entering high school at grade 9 or grade 10;

b) Tables 4A-6B present finer gradations for first term performance than Tables 4-6, and the "other" outcomes in Tables 4-6 are divided into four categories in Tables 4A-6B.

These detailed tables show that:

a) students entering grade 9 are more likely to leave without graduating, for reasons other than dropping out, than students entering grade 10;

b) students with poor first term records are more likely to leave as transfers than students with better first term records;

c) the term "at risk" is ambiguous unless the degree of risk is specified, as all categories of students based on first term performance include some eventual graduates and some eventual dropouts;

d) small gradations in first term performance are associated with substantial changes in the degree of risk.

Table 1A: Number of credits failed by students in their first term of high school, detail

GRADE1		FAIL								ROW TOTAL
	COUNT / ROW PCT	0.	1.	2.	3.	4.	5.	6.	7.	
09		4325	2459	1590	1268	1293	1082	721	83	12821
		33.7	19.2	12.4	9.9	10.1	8.4	5.6	0.6	55.8
10		3796	1926	1313	937	837	743	564	56	10172
		37.3	18.9	12.9	9.2	8.2	7.3	5.5	0.6	44.2
	COLUMN TOTAL	8121	4385	2903	2205	2130	1825	1285	139	22993
		35.3	19.1	12.6	9.6	9.3	7.9	5.6	0.6	100.0

Table 2A: Grade averages for students in their first term of high school, detail

GRADE1	AVCODE1	10.0 TO 54.9	55.0 TO 59.9	60.0 TO 64.9	65.0 TO 69.9	70.0 TO 74.9	75.0 TO 79.9	80.0 TO 84.9	85.0 TO 99.9	ROW TOTAL
		1.1	2.1	3.1	4.1	5.1	6.1	7.1	8.1	
09	COUNT	2736	816	1177	1567	1742	1438	1038	978	11492
	ROW PCT	23.8	7.1	10.2	13.6	15.2	12.5	9.0	8.5	54.0
10	COUNT	1927	684	1014	1317	1384	1272	1025	1265	9808
	ROW PCT	19.6	7.0	10.3	13.4	14.1	13.0	10.5	12.1	46.0
COLUMN TOTAL		4663	1500	2191	2884	3126	2710	2063	2163	21300
		21.9	7.0	10.3	13.5	14.7	12.7	9.7	10.2	100.0

Table 3A: Days absent by students in their first term of high school, detail

GRADE1	COUNT / ROW PCT	ABSENT 0 TO 2 (1.)	3 TO 5 (2.)	6 TO 8 (3.)	9 TO 12 (4.)	13 TO 15 (5.)	16 TO 20 (6.)	21 TO 30 (7.)	31 TO 50 (8.)	OVER 50 (9.)	ROW TOTAL
09		2950	2719	1917	1607	758	834	918	980	878	13561
		21.8	20.1	14.1	11.9	5.6	6.1	6.8	7.2	6.5	55.1
10		3095	2231	1574	1254	582	610	680	646	396	11068
		28.0	20.2	14.2	11.3	5.3	5.5	6.1	5.8	3.6	44.9
COLUMN TOTAL		6045	4950	3491	2861	1340	1444	1598	1626	1274	24629
		24.5	20.1	14.2	11.6	5.4	5.9	6.5	6.6	5.2	100.0

Table 4A: Credits failed first term related to final student outcome. Students entering grade 9.

FAIL	COUNT / ROW PCT	RESULT: GRADUATE 1.	DROPOUT 2.	IN SCH 3.	TRANSFER 4.	MOVED OUT OF DISTRICT 5.	MISC 6.	ROW TOTAL
	0.	3085	351	244	274	293	98	4325
		71.3	7.7	5.6	6.3	6.8	2.3	33.7
	1.	1134	418	344	275	183	105	2459
		46.1	17.0	14.0	11.2	7.4	4.3	19.2
	2.	402	433	274	269	131	81	1590
		25.3	27.2	17.2	16.9	8.2	5.1	12.4
	3.	141	462	198	267	131	69	1268
		11.1	36.4	15.6	21.1	10.3	5.4	9.9
	4.	44	635	124	307	123	60	1293
		3.4	49.1	9.6	23.7	9.5	4.6	10.1
	5.	28	586	71	241	111	45	1082
		2.6	54.2	6.6	22.3	10.3	4.2	8.4
	6.	16	398	43	182	56	26	721
		2.2	55.2	6.0	25.2	7.8	3.6	5.6
	7.	0	55	2	14	9	3	83
		0.0	66.3	2.4	16.9	10.8	3.6	0.6
	COLUMN TOTAL	4850	3318	1300	1829	1057	487	12821
		37.8	25.9	10.1	14.3	8.1	3.8	100.0

Table 48: Credits failed first term related to final student outcome. Students entering grade 10.

FAIL	COUNT / ROW PCT	RESULT: GRADUATE 1.	DROPOUT 2.	IN SCH 3.	TRANSFER 4.	MOVED OR MISC NONPUB 5.	6.	ROW TOTAL
	0.	2989	307	86	145	223	46	3796
		78.7	8.1	2.3	3.8	5.9	1.2	37.3
	1.	1194	367	55	135	123	52	1926
		62.0	19.1	2.9	7.0	6.4	2.7	18.9
	2.	624	382	51	117	85	54	1313
		47.5	29.1	3.9	8.9	6.5	4.1	12.9
	3.	272	351	51	142	89	32	937
		29.0	37.5	5.4	15.2	9.5	3.4	9.2
	4.	129	444	41	132	64	27	837
		15.4	53.0	4.9	15.8	7.6	3.2	8.2
	5.	63	450	28	113	70	19	743
		8.5	60.6	3.8	15.2	9.4	2.6	7.3
	6.	23	315	19	123	71	13	564
		4.1	55.9	3.4	21.8	12.6	2.3	5.5
	7.	1	32	2	11	10	0	56
		1.8	57.1	3.6	19.6	17.9	0.0	0.6
	COLUMN TOTAL	5295	2648	333	918	735	243	10172
		52.1	26.0	3.3	9.0	7.2	2.4	100.0

Table 5A: First term average related to final student outcome. Students entering grade 9.

AVCODE1 / COUNT / ROW PCT	RESULT: GRADUATE 1.	DROPOUT 2.	IN SCH 3.	TRANSFER 4.	MOVED OR MISC NONPUB 5.	6.	ROW TOTAL
0.0 TO 54.9	1. 49	1585	179	616	278	109	2736
	1.8	55.0	6.5	22.5	10.2	4.0	23.8
55.0 TO 59.9	2. 93	279	132	181	81	50	816
	11.4	34.2	16.2	22.2	9.9	6.1	7.1
60.0 TO 64.9	3. 283	305	230	179	103	77	1177
	24.0	25.9	19.5	15.2	8.8	6.5	10.2
65.0 TO 69.9	4. 599	307	250	211	112	88	1567
	38.2	19.6	16.0	13.5	7.1	5.6	13.6
70.0 TO 74.9	5. 919	197	215	211	128	72	1742
	52.8	11.3	12.3	12.1	7.3	4.1	15.2
75.0 TO 79.9	6. 928	117	112	134	109	38	1438
	64.5	8.1	7.8	9.3	7.6	2.6	12.5
80.0 TO 84.9	7. 783	55	37	66	76	21	1038
	75.4	5.3	3.6	6.4	7.3	2.0	9.0
85.0 TO 99.9	8. 818	40	14	39	58	9	978
	83.6	4.1	1.4	4.0	5.9	0.9	8.5
COLUMN TOTAL	4472	2805	1169	1637	945	464	11492
	38.9	24.4	10.2	14.2	8.2	4.0	100.0

Table 5B: First term average related to final student outcome. Students entering grade 10.

AVCODE1	COUNT / ROW PCT	RESULT 1. GRADUATE	2. DROPOUT	3. IN SCH	4. TRANSFER	5. MOVED OR MISC NONPUB	6.	ROW TOTAL
0.0 TO 54.9	1.	117	1149	78	329	204	50	1927
		6.1	59.6	4.0	17.1	10.6	2.6	19.6
55.0 TO 59.9	2.	166	291	41	113	50	23	684
		24.3	42.5	6.0	16.5	7.3	3.4	7.0
60.0 TO 64.9	3.	392	321	55	123	77	46	1014
		38.7	31.7	5.4	12.1	7.6	4.5	10.3
65.0 TO 69.9	4.	702	322	46	105	86	56	1317
		53.3	24.4	3.5	8.0	6.5	4.3	13.4
70.0 TO 74.9	5.	912	222	36	85	91	38	1384
		65.9	16.0	2.6	6.1	6.6	2.7	14.1
75.0 TO 79.9	6.	959	122	27	64	85	15	1272
		75.4	9.6	2.1	5.0	6.7	1.2	13.0
80.0 TO 84.9	7.	849	60	12	39	57	8	1025
		82.8	5.9	1.2	3.8	5.6	0.8	10.5
85.0 TO 99.9	8.	1029	39	23	31	59	4	1185
		86.8	3.3	1.9	2.6	5.0	0.3	12.1
	COLUMN TOTAL	5126	2526	318	889	709	240	9808
		52.3	25.8	3.2	9.1	7.2	2.4	100.0

Table 6A: First term absence related to final student outcome. Students entering grade 9.

ABSENT	COUNT / ROW PCT	RESULT: 1. GRADUATE	2. DROPOUT	3. IN SCH	4. TRANSFER	5. MOVED OR NONPUB	6. MISC	ROW TOTAL
0 TO 2	1.	1982	229	257	221	173	88	2950
		67.2	7.8	8.7	7.5	5.9	3.0	21.8
3 TO 5	2.	1487	342	299	292	206	93	2719
		54.7	12.6	11.0	10.7	7.6	3.4	20.1
6 TO 8	3.	848	347	251	255	151	65	1917
		44.2	18.1	13.1	13.3	7.9	3.4	14.1
9 TO 12	4.	553	395	195	258	130	76	1607
		34.4	24.6	12.1	16.1	8.1	4.7	11.9
13 TO 15	5.	166	228	98	160	75	31	758
		21.9	30.1	12.9	21.1	9.9	4.1	5.6
16 TO 20	6.	100	336	102	163	84	49	834
		12.0	40.3	12.2	19.5	10.1	5.9	6.1
21 TO 30	7.	61	415	74	230	93	45	918
		6.6	45.2	8.1	25.1	10.1	4.9	6.8
31 TO 50	8.	26	576	45	221	91	21	980
		2.7	58.8	4.6	22.6	9.3	2.1	7.2
OVER 50	9.	6	635	13	146	59	19	878
		0.7	72.3	1.5	16.6	6.7	2.2	6.5
	COLUMN TOTAL	5229	3503	1334	1946	1062	487	13561
		38.6	25.8	9.8	14.3	7.8	3.6	100.0

Table 6B: First term absence related to final student outcome. Students entering grade 10.

ABSENT	COUNT / ROW PCT	RESULT: GRADUATE 1.	DROPOUT 2.	IN SCH 3.	TRANSFER 4.	MOVED OR MISC NONPUB 5.	6.	ROW TOTAL
	1.	2360	278	75	143	176	63	3095
0 TO 2		76.3	9.0	2.4	4.6	5.7	2.0	28.0
	2.	1514	343	63	138	128	45	2231
3 TO 5		67.9	15.4	2.8	6.2	5.7	2.0	20.2
	3.	907	330	58	132	116	31	1574
6 TO 8		57.6	21.0	3.7	8.4	7.4	2.0	14.2
	4.	572	363	52	133	84	50	1254
9 TO 12		45.6	28.9	4.1	10.6	6.7	4.0	11.3
	5.	216	203	27	70	49	17	582
13 TO 15		37.1	34.9	4.6	12.0	8.4	2.9	5.3
	6.	157	251	25	103	59	15	610
16 TO 20		25.7	41.1	4.1	16.9	9.7	2.5	5.5
	7.	77	371	25	126	67	14	680
21 TO 30		11.3	54.6	3.7	18.5	9.9	2.1	6.1
	8.	32	424	17	94	67	12	646
31 TO 50		5.0	65.6	2.6	14.6	10.4	1.9	5.8
	9.	4	283	3	60	38	8	396
OVER 50		1.0	71.5	0.8	15.2	9.6	2.0	3.6
	COLUMN TOTAL	5839	2846	345	999	784	255	11068
		52.8	25.7	3.1	9.0	7.1	2.3	100.0